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ABSTRACT

This packet describes how a culture kit can be used to engage students in active learning. While using the kit and poster lessons, students will improve their skills of observation, valuing and analysis. Activities include: (1) a "What is it?" game of exploration of cultural items; (2) poster lessons depicting Indian food, gods and goddesses, dress, villages, cities, and homes; and (3) an in depth study of one aspect of Indian culture with a class presentation. (EH)

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India Culture Box

Fulbright-Hays Summer Seminar Abroad 1994 (India)

Curriculum Projects Developed by 1994 Seminar Participants

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INDIA CULTURE BOX

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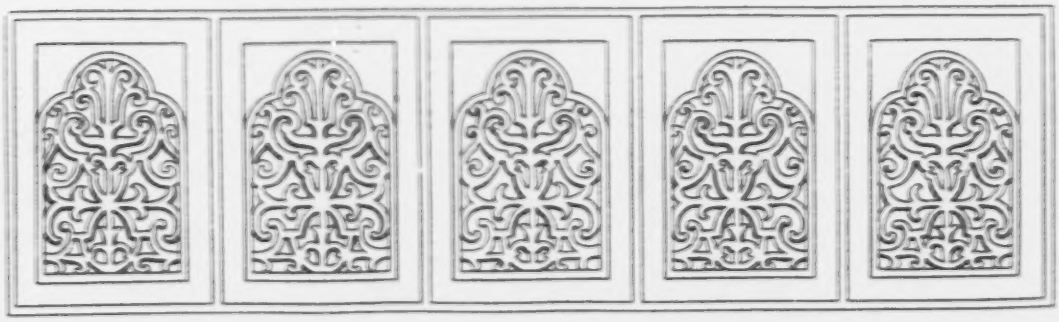
As a project
for the 1994 Fulbright India Summer Seminar

Understanding India and Her Ethos



INDIA CULTURE BOX

PROJECT OBJECTIVES: Through the use of cultural items from India, prepared lessons, and the poster lessons, students will improve their observing, valuing, and analyzing skills as well as gaining an appreciation of India's culture by:

1. Playing a "What is it?" exploration game of the cultural items.
2. Participating in poster lessons depicting Indian food, Gods and Goddesses, dress, villages, cities, and homes.
3. Choosing one aspect of Indian culture and studying it in greater depth and presenting it to the class.

SETTING THE STAGE

Explain that India is a very ancient culture with very rich traditions in art, music, dress, and religion. Mention that much of Indian ideas about everyday functions, work, family, dress, and food are strongly influenced by the Hindu religion. Tell the class that even though much of Indian culture is very different from ours, Indian ways of doing things are just as valid. Choose one of the items from the culture box. Tell the class that this object actually came from India and ask the students if anyone can guess what the object is and how is it used.

PROCEDURE:

Getting to know the items in the culture box:

1. Choose twenty or more of the cultural items and arrange them by number on a table.
2. Give each student a **"What is it?"** answer sheet. Explain that they are anthropologists studying Indian culture and they must try and discover what the objects are and how they are used in Indian culture.
3. When the students are finished, discuss each of the cultural items. (See the list of the descriptions of the cultural objects)

USING THE POSTER LESSONS

Hindu Gods

Background: At the center of the Hindu religion is the belief in Brahman, the World Soul. But Hinduism teaches that everyone needs a god that they can feel close to and worship. The many gods and goddesses fill this need.

Poster lesson: Using the student hand-out summarizing Hindu beliefs, discuss the basic ideas of the Hindu religion.

Using the large posters of Hindu gods as examples, explain to the students that symbols are used to show the god's special qualities or powers. Hindu gods have many arms since they have more powers than normal persons. Each power gets a separate arm or leg. All gods have an animal which serves as their means of transportation.

Here are some of the Gods on the Posters:

Ganesh - the elephant headed god.

Especially, point out Ganesh, the elephant headed god, who is the Lord of Obstacles and will remove any hurdles his worshippers face. His vehicle is a rat. He has a large pot belly, probably from eating the sweets he always has with him. Ganesh is also interested in books

and learning. Most schools have a picture or statue of Ganesh, and school children honor him.

Durga - the warrior goddess.

Durga is one of the forms of Parvati, the wife of Shiva. As Parvati she is kind and gentle but as Durga she is a brave fighter and rides a lion.

Kali - bringer of disease and war

Another form of Parvati, Kali is ugly and terrifying. She wears a garland of human skulls.

Hanuman - the monkey god

Haruman is a very popular god. He once came to the rescue of Sita, the wife of Rama, and saved her from an evil demon.

Shiva

For many Hindus, Shiva is the main god. He is usually shown as a holy man and carries a trident, a snake, and prayer beads. Watch out though, in the center of his forehead is a powerful "third eye". When he opens it, everything in its sight is destroyed.

Hindu Gods Poster Lesson: Have each student invent their own personal god with many arms each with a different function or power. Have them draw the god on paper and explain the special powers the god has. For samples of signs, ornaments, instruments and weapons carried by the gods, see the examples in the booklet.

Hindu Traditional Dress

Background Displaying the two posters showing female and male dress, first explain the three parts of a women's sari: a tight blouse, a ankle-length petticoat, and a long cloth that is between five and nine meters long.

Wrapping a Sari

First wrap the cloth around the waist to form a dress. Then fold the loose cloth about seven times like a fan. Make sure that each fold is about the width of a hand. Then the tops of the folds are tucked into the waistband. Finally, the leftover material is wrapped around the body and brought up over the left shoulder. The long end of the sari drapes down the women's back.

The Lungi

Show the boys how to wear the bright madras plaid lungi. It is wrapped around the waist like a skirt and then tucked in - similar to wrapping a towel around oneself after taking a shower.

The lungi is worn all over India by both boys and men. It is the standard dress for work and leisure and is worn both to the ground and pulled up when the weather is hot.

Villages in India

Background information: Since 70% of India's population lives in small villages, the pulse of India can best be understood at the village level. The traditional village is bound together by a number of social groups or jatas (castes) of which each has a special function like farming, carpentry, leather worker, etc. (See article on villages)

Modernization : Modernization is rapidly making changes to village life. Plastic water jugs are replacing brass ones, and manufactured goods successfully compete with hand-woven cloth and hand stitched sandals. Tractors are beginning to

replace the bullock in the fields while electric pumps supplant the village well.
Presently however, high tech creates the most profound challenges to traditional village life. Villagers pool resources to purchase a satellite dish and a 27 inch TV. Every evening the village crowds into the community center to watch American TV. The effects of such programs as "Melrose Place" with its alien family practices cannot be a positive influence on Indian family traditions which are very rigid and conservative.

Jati's: The homes in the village are organized by jati into neighborhoods. (See two poster diagrams) Brahmins live in one area, and Muslims in another. In some cases each jati uses a different well. Westerners often criticize the jati system and the way it divides India. Yet American cities are divided much the same way along economic lines. The jati also provide a work and income for all in a village. Everyone has his occupation and place in society.

If a village is large enough, it has its own Muslim mosque, Hindu temple, and central market area that has a variety of shops.

Results of Modernization on Jati's: As manufactured goods invade village markets, many jati's are losing their occupations. The plastic water jug replaces the brass one and the need for brass workers, while cheap mass produced cloth takes work away from the weavers. Without work, families are flooding India's large cities in search of work. Here jati lines get blurred as people from many social groups work side by side in factories and government buildings. However one still usually marries within their jati.

Too many farmers: Farmers divide their land among their sons eventually creating farms too small even for subsistence farming. Destitute, these farmers by the millions are also on the move.

Village Poster lesson:
1. Distribute copies of the lesson **"learning about village life in India".** When the students finish, discuss the answers in class.
2. Divide the class into groups and give each group an Indian village map and copies of the worksheet examining a village in India. When the groups finish, have one member of each group report their findings to the class.

Indian homes

Indian homes

In villages, homes are made of bricks or from a mixture of clay, straw, and cow dung. Even though walls are thick to keep out the summer heat, people prefer to sleep outside to get a cool night's breeze. Most homes have two rooms that open on to an enclosed courtyard that serves as a place to keep the animals. In urban areas people live in cramped one room homes or small three or four room apartments.

The Kitchen: The kitchens in both rural and urban areas are usually part of the living area or are a very small room. Women do their cooking on small two-burner gas stoves or a clay stove that uses wood or dried cow dung for fuel. There are only a few kitchen items: pots, utensils, and a special flat pan for cooking chapatis. Foodstuffs are stored in baskets or brass or clay pots.

Furniture: Indian homes have only a few pieces of furniture. People sit on floor mats or on a wooden frame with a mat across the top that is woven from rope. This is called a ***charpoy*** and is used as a bed at night or on hot nights is taken outside to sleep on.

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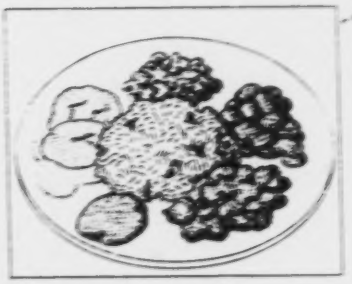
***Indian homes poster lesson*:** Distribute to the groups of students the handouts and have the students compare the typical layout of the rural Indian farm home with those in rural Wisconsin and the urban home with those in urban Wisconsin. Ask the students: How does the physical and cultural environment of India influence the way the homes are built?

Indian food

Background information: Indians usually eat with their hands and use Indian flat breads to scoop up the curries and rice or to wrap around a kebab. Nan and chapatis which are Indian breads are used to wipe the juices from the curries so knives and forks are not necessary.

Serving Dishes: Indians use round flat trays called **thalis** to serve food . On the thali are bowls of rice, dals, and curries. Clay cups are used to serve curries, yogurt, and dals. After one use they are tossed since Hindus consider crockery and cutlery unclean for reuse.

An Indian Meal: An Indian meal consists of a meat dish, a dal (pulses), yogurt, bread and/or rice and maybe a salad. Indian meals center around rice or bread. The spicy flavors of the meat, fish, or dals shine against the bland background that the rice and bread provide Vegetarian meals are also based on rice and bread but the Indians then increase the number of dals and vegetable dishes and always include some kind of yogurt.



Serving an Indian meal

How to Eat an Indian Meal: First rice is served on the center of the plate and a small portion of each of the various other dishes is placed around the rice. The rice is not mixed with the other dishes. Instead, one curry is tasted with each mouthful of rice to appreciate the characteristics of each dish.

Indian Drink: Usually only iced water is taken with meals. Carbonated drinks are avoided since they bring out the burning sensation of hot dishes. Fruit juices or punch, chilled beer, lemonade, and lassi, an Indian yogurt drink, can be served in place of water.

Desserts: Fruits are a popular dessert (mangos, papaya, watermelon or guavas). Indian desserts are very sweet and are usually based on condensed milk or almonds and are thought to be beneficial to one's health.

Class Food Activity: Use the restaurant menu to create discussion on the nature of Indian cooking. Pass out the list of Indian food names so that the students will have some idea of what is on the menu. Distribute the menu to groups of students and have them place an order as if they were in a restaurant in India. Have the students tell the class what they have ordered. Then explain to them what they have ordered.

Spices

India is known for its spices which are found at every meal. Some spices such as chili peppers make the food hot while others like coriander do not. Curry powder comes from India and is not one spice but several ground by hand in a mortar and pestle (Indians prefer freshly ground spices). This mixture is added to a stew like-dish. Every cook has his/her own special curry mixture.

Student Activity: Using the mortar and pestle in the culture box have the students make a curry mix. Finely grind up the following spices:

1 tsp cumin seeds
1 tsp fenugreek seeds
3/4 tsp mustard seeds
1/4 tsp black peppercorns
4 tsp coriander seeds
1/2 tsp poppy seeds
1 tsp ground ginger
1/4 tsp chili powder
2 tsp turmeric

Comparative Map Study:
Delhi and Appleton

Background Information: Indian cities are vastly different from those found in Wisconsin. Most were originally packed inside the large walls of a fort so the streets are narrow and winding and the buildings are many stories high. In modern times the cities have burst from the confines of the forts (forts are no longer needed) and have sprawled like American cities except that in India the population is much more dense. Apartment buildings are much more common than single family homes. Most Indian cities have the old town and the new town which are two distinctly different places. Here the distinction between Delhi and New Delhi is a prime example of this phenomenon. New Delhi exists because the British decided to design a completely different city to be the capital of British India.

Lesson Steps:

1. Have the students do the reading lesson for Delhi.
2. Pass out the vocabulary sheets with Indian words and their meanings. These words are also found on the map. Go over the list with the students.
3. Divide the class into groups and give each a copy of the map on Delhi. Have them complete the wooksheet together using the map to find the information. Discuss in class the answers the questions.

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Inventory

No.	Item	Hindi Names	Explanation
1	Garlands	Jayamal	During an Indian wedding, the bride and groom change garlands. The garlands are usually made from flowers. This wedding garland is used for a wedding ceremony in the Punjab. On the garland is a picture of the Goddess Parvati who is known for her devotion to the God Shiva. Today Parvati is a symbol of the devotion the married couple must show each other. Before a wedding in the Punjab, the couple worships Parvati and then after the wedding the garland with the money on it is taken to the temple as an offering.
2	Oil lamp		This small clay lamp is filled with oil and has a wick placed outward on the lip. With its reservoir of oil, the lamp burns for hours. These lamps are used like candles in the Indian culture. They can be found at the temple and at many religious ceremonies especially at the festival of lights or ***Diwali .*** During a dark night in October, people decorate the outsides of their homes with hundreds of these lamps.
3	Powder	Sindoor	This is vermilion powder which comes from something natural. Sindoor comes in many brilliant colors, depending on the area of India. Married women put it in the part of their hair to show they are married. Sindoor is also used as a blessing during a visit to a temple. The priest dabs some on the worshipers forehead as a blessing or as a wish for good health. The vessel that contains the powder can be made of wood or silver.
4		Bindi	All women in India usually wear a round red dot on their forehead. **This does not have a religious meaning.** Bindies are simply cosmetic: like lipstick. Usually they are simple red ovals painted on the forehead between the eyes. Elaborate ones are painted using many bright colors with special kits. Now most bindies are bought commercially in thousands of styles and simply stuck on the forehead.
5	Muslm Prayer Cap	Rasmiri	During worship, Moslems believe that it is disrespectful to pray without something covering their heads. So prayer caps are used by males to cover their heads. Women use the shawls to wrap around their heads. In addition to prayer caps Muslim worshipers must remove their shoes before entering a mosque.

6	Tiffin		This is an Indian lunch box whose design originated from the British. In each level or tray is found a different dish: curry, salad, yogurt. In Bombay the tiffin has created a special tradition. A woman packs the lunch in the late morning and then special couriers deliver the tiffin to her husband's place of business. These same couriers return the empty lunch box at the end of the day. School children get their tiffins delivered to the front foyer of the school where at lunch the students look for their tiffin with their name labeled on the handle. After lunch the tiffin is returned to the foyer and then the courier returns it to the child's home. For younger children the mother comes to school with the lunch and then she eats the lunch with them (grade three and lower).
7	Wood block printing		The saris in the culture box were died with wood block stamps. The cloth is stretched over a long table and various wood block designs with a variety of colors are stamped to create patterns. (Demonstration of this technique is in the video)
8	Mortar and pestle		(Don't drop - it will shatter) Used in India to grind up spices for curry. It originally came from Persia and was originally made from stone not metal. See lesson ideas for more information.
9	Fan	Pankha	This type of fan is found all over India and is made from many different types of materials. The pankha in the culture box is made from leaves. India is now making serving plates with leaves. Like our paper plates they do not harm the environment.
10		Chutila	A cosmetic decoration that is wound with the hair when the hair is braided.
11	Prayer beads		Prayer beads are used by both Muslims and Hindus. Hindu prayer beads have 108 beads in a loop. As the worshiper recites passages, he/she turns the beads.
12	Stainless steel tumbler		This tumbler replaces ones made of clay. Yet, street ide venders still use the clay tumblers and cups for dispensing tea and other drinks. When finished with his tea, a consumer simply drops the cup on the street where it shatters and quickly turns to dust. Another example of a Indian container that is environmentally safe.
13	Sikh bracelet		The Sikhs are a branch of the Hindu religion. They do not worship all the separate gods that the mainstream Hindu does. The Sikhs are excellent soldiers: perhaps because Sikh tradition requires every family to give up one son to fight invaders. The Sikh bracelet is one of the five "K's" that every male Sikh must have on his person: * "Kada" a bracelet * "Kaish" Uncut hair covered by a turban * "Kripan" a knife * "Kangha" a comb

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			* "Kachaha" a certain type of underwear. The enclosed poster shows two young Sikhs
14	Oil Lamp and incense burner		Incense is burned every where; homes, shops, and temples. Inside the culture box is some Indian incense.
15	bracelets	Churi	Indian women are fond of bracelets. They wear three to five on each arm. When an Indian women is married she wears them on both arms. The bracelets in the kit are made of glass and wood. Also, one bracelet is a traditional one, made from natural materials.
16	Folk instrument	Manjra	This brass set of manjras are used in folk music and religious ceremonies.
17	White coaster		This white marble coaster has chips of other precious stones inset on its surface. This is an ancient art form in India. The ancestors of the artisans that created this coaster helped build the Taj Mahal. The interior and exterior white marble walls of the Taj are covered with the exact art work that is shown in the coaster. On the marble walls the centers of some of the flowers are set with precious stones.
18		Lungi	Lungi are the costumes worn by young men in southern India. They are made from-hand loomed plaid cloth. Lungi are simply wrapped around the waist and tucked in like a towel. This cloth was purchased in Madras and is the same cloth from which Madras shirts are made. The plaids are original Indian designs.
19		Kurta	A hand-woven white long shirt worn all over India. It is worn with long white baggy pants called ***chikin.*** This particular shirt was made in the state of Luckhnow in the state of Uttar Pradsh.
20		Sari	Saris are the dress most often worn by women in India. Most saris are made of lightweight cotton. After they are washed they are starched so they hold their shape when worn. See lesson plans for directions on how to wear these.
21	Brass vessel	Ganga Jali	A small brass screw on the top of the container is removed to collect water from the Ganges to take home. These brass containers come in much larger sizes but this size was handy to bring home. Hindus believe that bathing in the Ganges not only helps purify one's body but also has healing qualities. Indians believe that the minerals in this water keep it pure and it will stay fresh for months.
22	Posters of Hindu Gods		See descriptions on the posters
23	Books		Enclosed in the culture box are the following reference books: ***All India*** , A catalog of India's culture

INVENTORY OF INDIA CULTURE BOX continued:

		Folk Tales from India, A interesting collection of Indian folk tales ***A Portable India,*** An series of essays by Indians on various aspect of India ***A Comic Book Story on Indian Mythology***
24	Indian Music	A four-tape collection of Indian music
25	A Menu	A menu from a typical Indian restaurant

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Name _____ Period _____

INDIA CULTURE BOX

What Is It?

Examine the numbered items from the India culture box. First try to guess what they are called and then how they are used?

OBJECT	HOW IT IS USED?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	

Name _____ Period ___

INDIA CULTURE BOX

Learning About Village life in India

Read the passage below about a village in India and then answer the questions following the reading.

The first rays of the morning sun wash away the darkness that cloaks the Indian village and its surrounding rice fields. The morning mists are pierced by a thousand sounds - clanging pots, crying children , barking dogs, shouting men, pounding of a carpenter's hammer, thudding of an ax splitting firewood, and the rattling of two wheeled bullock propelled carts. The villagers of each household are beginning their daily toil. This is the end of the monsoon season and the villages have an enless list of work. After the villagers finish their breakfast of unleavened millet bread or coffee and coconut chutney, they leave home for their chores.

Now the tempo of the street reaches its zenith as villagers and animals compete for the limited space on packed dirt roads. As a young boy hurries his family's cows out to pasture, he passes a camel gliding by with its packload of grain. Another boy tries to control his flock of sheep so that they are not stepped on by the larger animals. Pigs abound eating garbage. Cows, buffaloes, and dogs lie sleeping in the shade. Scattered around drying in the sun are patties of flattened cow dung. Dried dung is very valuable as it is used for fuel in cooking, while the fresh variety is plastered on house walls or spread on kitchen floors where it dries into a clean, hard surface.

Everyone in the dusty street seems to be carrying something. A laundry worker hurries by with a bundle of soiled clothes on his head and two women gracefully glide by with large clay water jugs they have just filled in the Muslim well. A weaver totes a head load of freshly woven mats for sale in the local store. Two men push a two-wheeled cart piled high with sacks of rice to be sold in the market.

During the day the market area becomes a tide of humanity. Small shops sell wheat, rice, vegetables, sugar, salt, and cloth . The salt maker has just opened the wooden awning on his shop. Two women have brought fruit for sale and have carefully displayed it on the side of the street. A fresh apple, mango, or coconut costs one penny. The barber sets up shop on the street. Here a villager can have a hair cut, shave, and manicure.

The village is a maze of dirt streets that wind their way out into the countryside where they are met by a patchwork quilt of small fields of grain. The houses in the village and the stores in the market area are made of mud, which is plastered over roughly hewn logs that serve as supports for the roof which is usually thatch or tiled. Richer families like Zakir have cemented or tiled floors and even inner courtyards. The village is divided up into neighborhoods by caste. Each neighborhood usually has its own well. The Hindu temple is the largest building and is near the community center where town meetings are held and western TV is viewed. The village has a small Muslim population, so there is a Mosque in one corner of the village. On the fringes of the village live the Harijans and other lower castes. Here families live in crude mud homes with thatched roofs for this is all they can afford with their meager earnings from collecting dung, sweeping the streets, and carting away dead animals.

1. What is a typical breakfast? _____

2. During the morning rush hour, what activity fills the streets? _____

_____

3. What is the valuable resource found on city streets? _____

How is it used? _____

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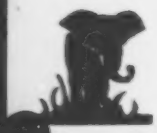
Name _____ Period_____



VILLAGE LIFE IN INDIA CONTINUED:

4. What forms the basis for how neighborhoods are formed? _____

   In American cities, what usually determines the ways neighborhoods are patterned?_____

_____

5. Of what materials are Indian homes usually constructed? _____

_____

6. Name three ways village life in India is different from a farm village in Wisconsin?

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

Name _____ Period _____

INDIA CULTURE BOX

A Typical Indian Village

Examine the illustrated map of a typical Indian village and answer the questions below. The answers to the questions will not always be obvious. You must think and use your imagination to answer some of the questions. Also use the description of a village in India to help answer others.

1. What kinds of occupations are found in the village? _____

_____

2. Which of these occupations may be found in a Wisconsin farm village? _____

_____

3. What is similar between the Indian village layout and a farming village in Wisconsin?

_____

_____

4. Which types of buildings are similar in both Wisconsin and Indian villages?

_____

_____

5. What is different about an Indian village? _____

_____

_____

_____

6. Modernization is rapidly coming to villages like this. What changes do you for see in the occupations of the Indian village and the way it is organized? _____

_____

_____

_____

Name _____ Period ____

INDIAN VILLAGE CONTINUED:

7. Why do farmers in India live in villages and not on their land like Wisconsin farmers?

_____

_____

_____

_____

8. Examine the homes in the village. Why do most homes have walls around them?

_____

_____

_____

Indians live in a wide variety of dwellings. Some Indians reside in modern contemporary homes with the latest in conveniences, while others live in high rise apartments. Yet the majority of people reside in rural dwellings constructed from materials found in the surrounding countryside. Because of the warm climate with seasonally heavy monsoon rains, Indian homes are constructed of thick brick or mud walls that provide cooling from the torrid mid-day heat. Below are samples of dwellings that are representative of India.

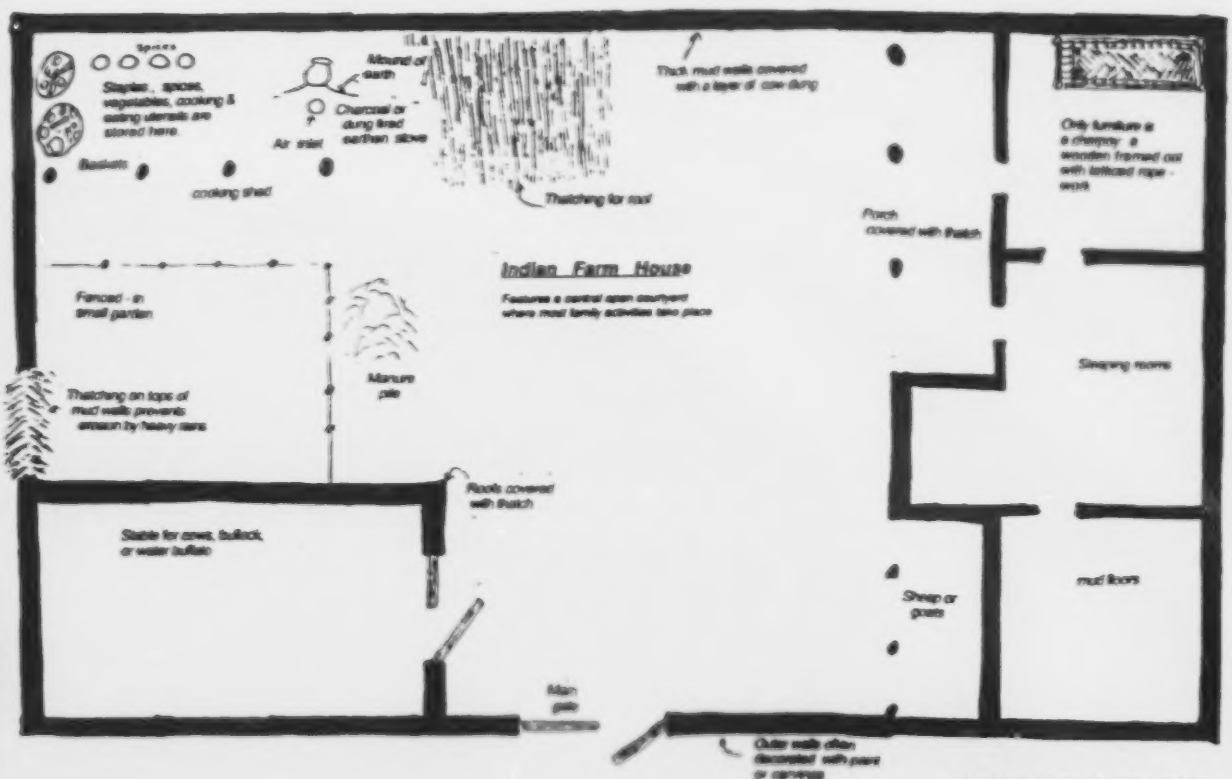
A Rural Village Farmer's Home

In India unlike Wisconsin, farmers do not live on their land but instead live in villages from which they go out daily to tend the surrounding fields. Each dwelling is enclosed by a wall which serves both as a privacy screen and as a corral for the family's animals (goats, and bullocks or water buffaloes.) Access to the home is through a wooden front gate which leads to the open courtyard which is about twenty feet on each side. Here the family socializes, washes clothes, spins cotton, cooks meals, and during the evening tethers their cattle. Farm animals are very important in India and are treated as members of the family. An old saying goes:

"The loss of a child is a great sorrow"
" but the loss of a bullock is a calamity."

Along one wall is the one story living quarters where people sleep. It has one story and is made of sun dried bricks coated with a layer of mud and then a larger one of cow dung or plaster. Roofs are made of wooden beams with a layer of clay to keep out the rain. The rooms are windowless with little furniture. The homes are kept very clean as the floors are washed every day. The clay walls of the house are in constant need of fresh layers of mud to fill cracks and areas that are washed away by heavy rains. Women often decorate the walls and doors with colorful designs.

Opposite the house sprawls a low open building which is the kitchen. Another building serves as the stable for the goats and cattle.


Indian Farm House
Fenced - in small garden
Manure pile
Roofs covered with thatch
Stable for cows, bullock, or water buffalo
Main gate
Sheep or goats
mud floors
Sleeping rooms
Porch covered with thatch
Thatching for roof
cooking shed
Air inlet
Mound of earth
Charcoal or dung fired earthen stove
Baskets
Thick mud walls covered with a layer of cow dung
Only furniture is a charpoy: a wooden framed cot with latticed rope - work
Outer walls often decorated with paint or carvings

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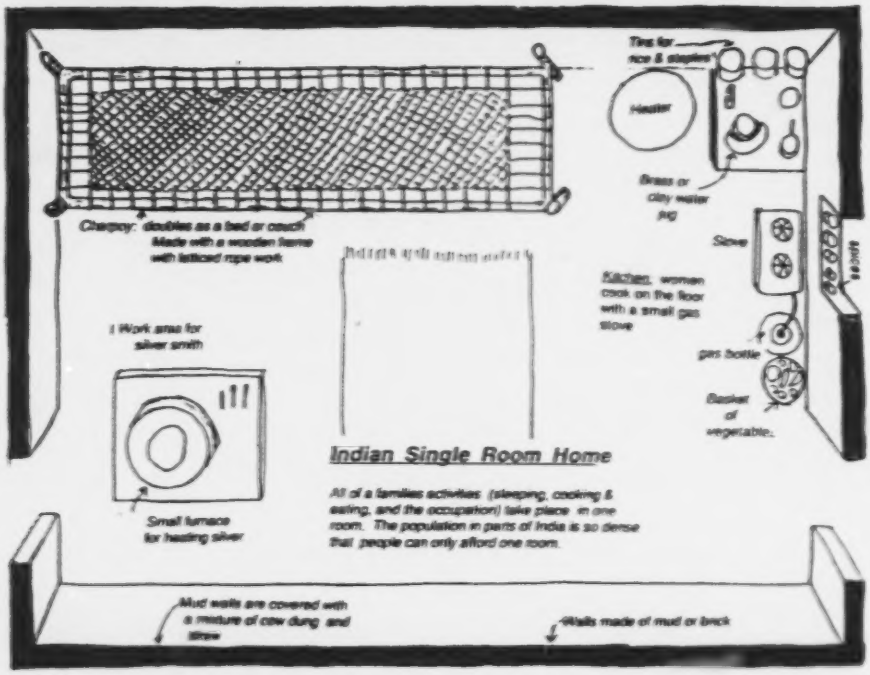
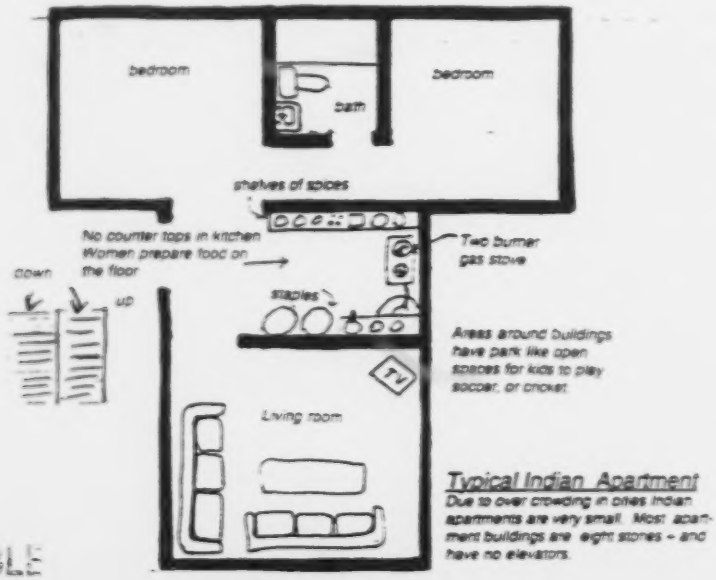
A One Room Home

Since India is overpopulated, many families must live in one-room dwellings. Below is a diagram of the home of a silversmith. Along one wall is the charpoy which is a bed at night and a sofa by day. On the opposite wall is the kitchen. The kitchen floor is kept spotlessly clean as the women prepare the food here and later the entire family sits in a circle on the floor mat to eat their meal. A curtain separates the family portion of the home from the shop where the husband does his work.


Tins for rice & staples
Heater
Brass or clay water jug
Charpoy: doubles as a bed or couch. Made with a wooden frame with latticed rope work
Stove
Kitchen: women cook on the floor with a small gas stove
Work area for silver smith
gas bottle
Basket of vegetable
Indian Single Room Home
All of a families activities (sleeping, cooking & eating, and the occupation) take place in one room. The population in parts of India is so dense that people can only afford one room.
Small furnace for heating silver
Mud walls are covered with a mixture of cow dung and straw
Walls made of mud or brick

Apartment Living

In the large crowded cities of India more and more people are living in apartment complexes. These huge complexes, made from brick and concrete consist of hundreds of very small apartments. Each apartment has a small living room, kitchen, bath, and two equally small bedrooms. Between the apartment buildings are grass fields that are used by children for recreation.


bedroom
bath
bedroom
shelves of spices
No counter tops in kitchen Women prepare food on the floor
Two burner gas stove
down
up
staples
TV
Areas around buildings have park like open spaces for kids to play soccer, or cricket
Living room
Typical Indian Apartment
Due to over crowding in cities Indian apartments are very small. Most apartment buildings are eight stories + and have no elevators.

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Name _____ Period _____

INDIA CULTURE BOX

Compare a Traditional American and Indian Farm

Your group will compare a typical farm layout in Wisconsin with one in India. First, in the space below draw a diagram of a typical Wisconsin farm yard. Pool together the group's imagination. You have passed thousands of farms in Wisconsin.

1. Now compare your diagram with the plan for an Indian farm house. Make a list of the differences between the Indian farmer's way of living and the Wisconsin farmer's.

_____

_____

_____

_____

_____

_____

2. What environmental and cultural differences in India cause the Indian farmer to live this way?

_____

_____

_____

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Name _____ Period ___

INDIA CULTURE BOX

Delhi & New Delhi: the Old and New

Read the selection below and then answer the following questions about the description of Old and New Delhi.

New Delhi is really two different cities all in one. Delhi is a typical ancient city while New Delhi boosts wide tree-lined streets.

Delhi is an old walled city just outside the mighty Red Fort which was built by the powerful Moghuls who once ruled Northern India. Inside the city walls is a maze of narrow winding streets that are hopelessly congested day and night. Motor scooters, cycle-rickshaws, hand-pulled carts ladened with all sorts of goods, cows, and automobiles all compete for space. Sidewalk venders which sell all types of food and goods add further congestion. The city is packed with bazaars, temples, mosques, and the famous Chandni Chowk. This is the main shopping bazaar of Delhi and its widest street.

The buildings of Delhi are crammed together and leap upward four to five stories. The first two floors are commercial with shops, offices, and small factories. The upper floors are residential with the roof tops serving as playgrounds for the children. Life on the upper levels is relatively peaceful while below the streets are bustling and confusing.

Nearby, New Delhi is another world. It is the planned city and capital of India. Wide tree lined streets, fountains, and parks dominate the city. Here we find the huge open grassy maul, Raj Path, where at one end is situated the India Gate Memorial and the other is located the Residence of the Indian president.

At the center of New Delhi is Connaught Place, the business and tourist center. It is a huge circle with white columned buildings that house shops, restaurants, and airline offices. This busy place offers one anything possible from a shoe shine, to having one's fortune read, to an airline ticket to "Never Never Land."

The traffic here is wild. Thousands of motor scooters and scooter rickkshaws swarm like locusts beeping their horns and giving off foul exhaust fumes. A ride in a rickshaw is as exciting as any thrill ride in an amusement park and is extremely dangerous. Adding to the din are construction sounds as new tall office buildings are rising every where.

Radiating out from Connaught Place like the spokes of a wheel are the major streets of New Delhi that whisk commuters out to the suburbs or to the large spectacular tourist hotels. Along these wide avenues are the national museums, the embassies, and the huge estates of the wealthy.

New Delhi is truly a fascinating city. With its old and new sections, it offers delightful contrasts.

1. How are the two parts of New Delhi different? _____

_____

_____

2. What are the streets like in Old Delhi? _____

Name _____ Period ___

OLD AND NEW DELHI CONTINUED:

3. Where do the people live in old Dehli? _____

_____

_____

4. What is at the center of New Delhi? _____

_____

5. Describe the activity there? _____

_____

_____

6. What other key buildings is New Delhi known for? _____

_____

_____

_____

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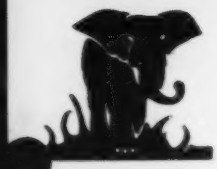

INDIA CULTURE BOX

Glossary of Hindu Words

Below are a list of Hindu words which are found on the map of New Delhi. Use this glossary of terms to complete the map activity on New Delhi.

Bagh - Garden

Bazar - A market area

Bhavan - A house or building

Connaught Place - Business and tourist center of New Delhi

Chandni Chowk - The main street of Old Delhi that is a huge colorful shopping area

Chowk - Courtyard or market place

Ganj - A market

Gate - A entrance through a walled city

Ghat - Steps or landing on a river

India Gate - Stone arch that bears the names of Indian soldiers who died in wars

Jami Masjid - The largest mosque in India and built by Shah Jahan.

Khan - A Moslem honorary title

Marg - A major road

Masjid - The main mosque

Nagar - Major road

Pur - A village

Rajpath - A broad grassy area with ponds that connects India Gate with the President's residence

Raj Ghat - A simple platform of black marble marks the spot where Mahatma Gandhi was cremated.

Rashtrapati Bhavan - The official residence of the president of India

Red Fort - The intended capital of the Moghuls under Shah Jahan

Sahib - Title applied to most Europeans

Vihar - Monastery

Name _____ Period _____

INDIA CULTURE BOX

Exploring New Delhi by Map

Using a Map of New Delhi answer the below questions. Also use the glossary to understand Hindu words on the Map.

1. Find Old Delhi on the Map. Using the map scale how wide is it? _____
2. How do people get in and out of walled cities? _____ Name the different entrances. _____

_____

3. What is a Masjid? _____ Name the famous one in Old Delhi. _____
4. What is a Chowk? _____ Name the famous one in Old Delhi. _____
5. In New Delhi find Connaught Place. Using the insert, what are some of the things found here?

_____

_____

6. What is unique about Connaught Place? _____

_____

7. What street leads to India Gate? _____
8. Find where Ashoka Road meets Janpath (by India Gate). What type of intersection is this?

_____

9. Find the distance from Connaught Place to Aurangzeb Road? _____
10. Name the main road that goes around New Delhi? _____
11. What is the name of the road that connects India Gate with the President's home? _____
12. List things about New Delhi which are unique to India. _____

_____

13. List things about New Delhi which are common to all modern cities. _____

_____

_____

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Glossary of Indian Words and Terms

This should provide a useful guide to restaurant menus and terms in cookery books. You should bear in mind that the Indian spelling can sometimes differ.

A	
achar	pickle
aam	mango
adrak	ginger
aloo	potato
amchur	dried green mango
amrud	guava
anda	egg
arbi	yam
atta	wholemeal flour
B	
badam	almond
bagoong	shrimp paste
baigan	aubergine
bandgobi	cabbage
besan	gram or chick pea flour
bhaji	dry vegetable curry
bharta	lightly mashed vegetables
bhindi	okra or ladies' fingers
bhoona	dry fried or well fried
brinjal	aubergine
C	
channa	yellow split chick peas
chapati	unleavened wholemeal bread
chaval/chawal	rice
chhole	spiced chick peas cooked in tomato sauce
D	
dahi	yogurt
dal	pulses
dar cheeni	cinnamon
dhania	coriander
dosa	spicy pancakes
dudh	milk
dum/dam	technique of steaming
G	
gajar	carrot
ghee	clarified butter
gobi	cabbage
gosht	meat
guda	marrow
guchian	dried Kashmiri mushrooms
gulab	rose water
gurd	jaggary, a kind of unrefined cane sugar
H	
haldi	turmeric
halva	very sweet snack
hare	green
hare kayle	green bananas
harimirch	green chillies
I	
idli	dumpling
imli	tamarind
ilayachi	cardamom
J	
jau	barley
jeera	cumin
K	
kadoo	pumpkin
kamal	lotus
karela	bitter gourd
kayle	banana
keema	minced meat
kesar	saffron
khajoor	dates
khas khas	poppy seeds
khatta	sour
kheera	cucumber
khumbi	mushroom
kochikai	red chillies
kofta	meat or vegetable ball
korma	food cooked in yogurt and spices
kutchi	uncooked
L	
lasan	garlic
laung	cloves
M	
maans	meat
machi/machli	fish
maida	plain flour
makai ka atta	cornflour
malai	cream
masala	a spice mixture
masalewale	cooked dry with herbs and spices
masur	red lentils
matar	peas
meethi	sweet
methi	fenugreek
mithai	Indian milky sweets
mirch	chilli
mooli	white radish
N	
namal	lotus seeds
nan	flat leavened white bread
nariyal	coconut
neebu	limes
P	
papeeta	papaya
paratha	shallow-fried unleavened wholemeal bread
peelay	yellow
phal	fruit
phoolgobi	cauliflower
piaz	onion
puri	deep-fried unleavened wholemeal bread
R	
raita	yogurt with vegetables
rajma	red kidney beans
roti	bread
S	
sabzi	dry vegetable curry
sag	spinach
sarso	mustard seeds
seviyan	vermicelli
sharbat	cooling drink
sheera	concentrated drink or syrup
suji	semolina
T	
tandoor	a clay oven
taza	fresh
til or gingelly	sesame
V	
vark/varak/ warak	edible silver leaf garnish
vindaloo/ vindalu	sour curry from Goa